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ABSTRACT

This study examined the need for a program that would enable students in the middle grades to receive additional instruction/assistance in the basic skills outside of the regular classroom situation. The program was designed to assist students in reading, language usage, and mathematics. It sought to develop a model for the intergenerational tutoring program, to modify the program according to the needs of the specific communities, and to implement the program systemwide. Seven tutors and 25 students participated in the program. Staff development training for tutors included tutoring strategies and procedures for skill building. Skills acquisition was achieved through workbook activities and recreational reading. The tutors were expected to use suggested techniques and materials in their tutoring sessions and give feedback to the program supervisor at the end of each class. Results indicated that senior citizens had sufficient basic skills knowledge to tutor students in the middle grades, thereby providing the students with additional opportunities for school success. Students showed growth in the areas in which they were tutored. Tutors and tutees benefited from the experience of participating in the intergenerational tutoring program. (Author/ABL)

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PRACTICUM REPORT

Center for the
Advancement of Education
Ed.D. Program

Increasing Basic Skills Growth Through Intergenerational Interaction with Intermediate Level Students

by

Yolanda Gayles Wallace

CG 021552

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Increasing Basic Skills Growth Through Intergenerational Interaction with Intermediate Level Students

by

Yolanda Gayles Wallace

Cluster XXIV

A Practicum I Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Nova University

1988

PRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum report was submitted by Yolanda G. Wallace under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

January 15, 1989

Date of Final Approval of Report

Polly Peterson, Ph.D.

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ABSTRACT

Increasing Basic Skills Growth Through Intergenerational Interaction with Intermediate Level Students. Wallace, Yolanda G., 1988: Practicum Report, Nova University Ed.D. Program in Early and Middle Childhood.
Descriptors: Community Involvement / Educational Alternatives / Educational Needs / Educational Strategies / Intermediate Grades / Older Adults / School Tutoring / Self Concept / Senior Citizens / Student Needs / Tutoring / Urban Youth

This practicum addressed the problem of a need for a program that would enable students in the middle grades to receive additional instruction/assistance, in the basic skills, outside of the regular classroom situation. The program was designed to assist students in reading, language usage, and mathematics. The literature review disclosed evidence of numerous tutorial programs involving intergenerational interaction between seniors and students. References addressed the issue from preschoolers through college level students.

The writer's goals were: (1) to develop a model for an intergenerational tutoring program, and (2) to modify the program according to the needs of the specific communities and implement the program systemwide. In addressing these goals the writer conducted a staff development for tutors. The training included tutoring strategies and procedures for skill building. Skills acquisition was achieved through workbook activities and recreational reading. The tutors were expected to use suggested techniques and materials in their tutoring sessions and give feedback to the program supervisor at the end of each class.

Results indicated that senior citizens had sufficient basic skills knowledge to tutor students in the middle grades, thereby providing the students with additional opportunities for school success. Seniors who participated in the program met the objectives of the practicum. Students showed growth in the areas in which they were tutored. Scheduling is underway to duplicate the program in other senior citizen facilities throughout the city. Tutors and tutees benefitted from the experience of participating in the intergenerational tutoring program.

CHAPTER I

INTRODUCTION

Description of Community

The practicum was conducted in a facility which functions as a multi-purpose center for the aging. This facility was located within a urban community in one of the nations largest cities. The community itself developed from two separate settlements, and was annexed to this city in 1889. The area was later developed into a subdivision. The real growth of the community came, however, after World War I. At that time French, German, and Irish, settled in the community, along with Lithuanians. The community has shown constant growth and diversification of races. It is presently comprised of Polish, Hispanic, Thai, Arabic, Chinese, Korean, Filipino and Black Americans. This represents a breakdown of 83% White, 10% Black, and 6% other non-white races. With the 1980 census reporting a population of approximately 47,000, the community continues to grow and offers ethnic tourist attractions, recreational facilities, community organizations, and various educational institutions. The socioeconomic status is that of a middle income community. Nearly half of its work force is white collar, with 24 percent of the inhabitants earning an annual income of

$30,000, and 7 percent living below the poverty level. More than half of the students live in owner occupied homes, valued at $39,000, or more.

Writer's Work Setting and Role

The three schools from which the students were drawn for this practicum project showed parallels which are not reflective of the growth of the community as a whole. For, with the school system's open enrollment policy, students were bussed from other communities. This did not, however affect the stability of the community. Between the years of 1985 and 1986 the student population increased from 1,793 to 1,880. Today the student population is 1,908. The participating schools house 539 4th, 5th, and 6th grade students, which represents 190 4th graders, 176 5th graders, and 168 6th graders. The total school population for students in the intermediate grades has a racial/ethnic content of 62% White, 15% Black, and 23% Hispanic.

The socioecconomic status of the student population was 8% low income, that is, students who met the requirements for government assistance, free breakfast and lunch. The majority of the student population, then, was classified middle class.

The school system's philosophy of education contains principles developed in a collaborative effort of the administrators, teachers, representatives from the Parent Teachers Association, and various community organizations. The philosophy affirms the following objectives and principles:

--- All students will be served in a democracy. Equal and adequate services must be made available to all students, according their individual capacities, ideals, understandings, and skills.

--- The student's democratic ideals will be developed through education. The ideals to be stressed include respect for the dignity and worth of all human beings and equal opportunity for all.

--- Student behavior will change through education. The education process will induce desirable changes in behavior. As a result students will learn to think, feel, and act more effectively than they did previously. In this regard, education will address the development of the students' whole personality, including the students' mental, physical, spiritual, and moral phases.

--- All aspects of the student's life will be influenced by the education process. The schools must, therefore, integrate the moral, ethical, social, economic, and civic aspects of its students.

--- Numerous agencies will perform educative functions. The schools will be the unifying agent which coordinates the home, church, and community agencies.

--- The education process will continue throughout life. It will be the responsibility of the schools to provide incentives, skills, and opportunities for students to continue learning throughout life.

--- The administration of the three schools used in this study will consist of one principal, one assistant principal, and one adjustment teacher per school. Collectively, there will be approximately twelve teachers.

Attending the public schools from kindergarten through high school, the writer has strong educational attachments to the school system which presently employs her. The writer received an undergraduate degree in sociology, and attended a city college thereafter, to complete the required course work to become a kindergarten-primary teacher. While teaching in the school system she continued her education, and received a master's degree in inner city studies. In the last five years of her teaching experience, she was a certificated tenured teacher with a rating of superior.

The writer has served in her present work setting for three years. As coordinator for her unit she assists the director in the implementation of volunteer programs

systemwide. Implementation involves developing programs for marketing and recruiting volunteers; developing a management system for processing, screening, and assigning volunteers; developing training programs for volunteers; developing recognition events for volunteers; providing training for school staff; and finally, providing ongoing evaluation and assessment of the volunteers for the programs.

The mission of the bureau is to involve the community in the education process. This is done through various programs which benefit from the time and talent of the volunteers. The centerpiece program involves volunteers, from all walks of life, coming into the schools on a regular ongoing basis to assist in the school in whatever capacity deemed necessary by the principal and staff. Volunteers in this program number 11,223, located in 433 of the 600 public schools. Another very successful program, which falls under the umbrella organization, utilizes volunteers who have been college trained, to give assistance to students who are experiencing difficulty with homework assignments. Students call in to a resource center where volunteers await their calls from 5:00 p.m. to 8:00 p.m, from Monday through Thursday. In the 1986-1987 school year, volunteers fielded 8,323 calls.

Another program, with a tutorial approach, involves sailors from a local naval training center who tutor 4th,

5th, and 6th grade students in selected schools in reading and math in five week sessions. Since the inception of this program, 1,101 sailors have tutored 1,107 students. In the 1986-1987 school year students' scores after pre-and posttesting reflected an average gain of 0.9 years in vocabulary, 1.3 years in comprehension, and 1 year in mathematics. A similar tutorial program involves the bureau's collaboration with public libraries. A five-week summer program offers tutoring in reading for one and a half hours, twice weekly.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

There was a need for a program that would enable students in the middle grades to receive additional instruction/assistance outside of the regular classroom situation. Retired seniors within the community, as a rule, were not being used as a community resource in the education process of children in the middle grades. There were many seniors who were both capable and willing to donate their time and talent to the children of the community. However, society is slow in grasping the opportunity to channel this resource flow.

Concerned parents seeking tutors for their children called the volunteer services unit of the public schools, on a regular basis, seeking tutorial assistance for their children. Although many parents were willing to pay for a tutoring service, most parents initially investigate public school programs which offer tutoring free of charge. While many public schools offer after school programs, all schools do not participate in this kind of programming. Characteristically, these kinds of programs are offered in areas where there is a greater need. Further, students who participate in the after school

programs were required to be attendees of the school offering the program. What results with this trend in tutorial programming is the exclusion of a multitude of students, from support programs. There is a need for an intergenerational tutoring program in every school attendance area systemwide.

Problem Documentation

In an effort to provide documentation for the above section, the writer sought support programs within the community. With the exception of the local library none existed. The library offered an after school program in which students were given assistence with locating reference materials, however it did not provide assistance beyond that.

The writer then requested the participation and cooperation of the parents and faculties of three schools within the community described above, who welcomed an intergenerational tutoring program. A survey form (see Appendix A) was given to participating principals and faculty members. The results of this survey are shown in Appendix B.

The faculty members were asked to respond to six statements which dealt with the need for intergenerational interaction within the community. Particular attention was paid to the survey statements, "Many retired seniors

have educational backgrounds which are sufficient to tutor students in the middle grades, in the basic skills," and, "Senior citizens, as a community resource, have worthwhile life experiences and talents to share with the children in the community." Faculty members were given the opportunity to make additional comments at the end of the survey.

It was believed that the survey would document the writer's contention that the youth of the community could benefit from the life experiences as well as the basic skills possessed by these potential community resource people. Further, the survey findings indicated that there are teachers who welcomed community involvement in the education process.

For additional verification of the need for a supplemental tutoring program, participating teachers were asked to submit a Teacher Inventory Form (TIF), (see Appendix C) to highlight the specific basic skills needs of the participating students. Forms were distributed to the participating teachers, one for each student enrolled in the program. The teachers were then asked to list at least three areas in which the tutors should concentrate their effortts. The information given on this form enabled the tutors to work more effectively as support staff, by addressing the specific areas of concern designated by the classroom teacher.

The director of the writer's work setting traveled to Washington, D.C., in February, 1988, to attend a conference on partnerships in education. The writer took that opportunity to request that a survey form, Growth Through Intergenerational Interaction, (see Appendix D) be distributed to conference participants. Conference participants who completed the survey form represented the states of California, Oregon, Texas, and Virginia. The results of this survey is shown in, (Appendix E). Respondents had a general knowledge of intergenerational tutoring programs and seventy-three percent stated that seniors should be involved in intergenerational activities.

One of the writer's major contentions was that there are senior citizens within the community who are willing and able to help. These individuals have a positive self image, and therefore are eager to play a positive role in society, to make their contribution. To document this contention, a retired school teacher from the community was recruited for the Intergenerational Tutoring program. This retiree had volunteered for two previous years in the summer tutorial program at the neighborhood public library. The volunteer agreed to assist in the recruitment of volunteers within the community as well as to assist in the supervision of tutoring sessions. Additionally, this teacher/supervisor was instrumental in

arranging for the writer's participation in the neighborhood hearings. At the hearings with local city officials, the writer requested space for Intergenerational Tutoring in the community facility for the aging.

Causative Analysis

The problem of senior citizens not being used as a community resource in the education process of students has several causes. Perhaps the móst evident is society's view of senior citizens as being in a state of decline, or state of rest. Too often retirement is interpreted as a time for inactivity. The writer believed that these individuals, seniors, should be embarking upon new careers and seeking new horizons. It is at this point in their lives that they have additional time to devote to activities, which time did not permit in previous years.

A second major cause of the problem is, too often educators involved in the more progressive approaches to education, with new techniques and technologies, overlook the traditional approach, with its back to the basics emphasis. Many of today's senior citizens possess a foundation in the basic skills which is quite sufficient to provide assistance to middle grade students who are experiencing difficulty. Additionally, the life

experiences of the seniors can be an exciting and enlightening experience for the youth, sharing carpentry, graphics, fine art, woodworking, crafts, photography, knitting, weaving, filmmaking, storytelling, reading, and sharing the experience of discovering together.

A third cause of the problem is senior citizens are not being used as providers of companionship, and friendship. Many children are deprived of the luxury of having grandparents in the home or community. New housing practices separate the generations with homes for the elderly and senior citizens developments. This isolation of seniors results in less contact and interaction with family and community. Ultimately the children lack meaningful relationships with their senior family members.

The Related Literature

A review of the related literature suggests that progress is being made, as evidenced by changing attitudes towards seniors, and the contributions they can and do make in society. However, Carstensen, Mason, and Caldwell (1982) suggest that an adequate appraisal of the attitudes children hold towards seniors is lacking. Further, they contend that strategies must be developed which will enable the child's perceptions of the aged to be modified. Attitudes which devalue old age ultimately influence the

child's views of what old age is. This will in turn affect what children think of themselves as they grow older.

It has been demonstrated through research that children less than six years old have difficulty distinguishing age in adults. Conversely, by adolescence, individuals tend to devalue and stereotype as adults do. It appears, then, that attitudes towards older people are formulated during middle childhood. It is at this point in development that modification of negative attitudes should be addressed. Middle grade students will, through direct contact with the aged reduce perceptual ambiguity, and decrease psychological distance between the generations.

Cartensen et al investigated children's attitudes toward the elderly both before and after taking part in a reading tutorial program which used senior citizens as tutors. What resulted from the program implementation was the measurement of changes in attitudes toward the aged among children who had been exposed to paraprofessional aides in a socially valued role.

The sample student population consisted of 14 girls and 12 boys for Monogalia County, West Virginia. Their ages ranged from 6 to 9 years. The student's socioeconomic level fell within a range of low to upper-middle. The participating teachers indicated that

fifteen of the students were average learners, however, these students had reading skill deficiencies.

The sample elderly population was obtained from a community senior citizens center, from a community chapter of the American Association of Retired Persons, local churches, and personal referrals. This sample consisted of 23 community members, 20 women and 3 men with a mean age of 72. The experimental group was given an orientation in the use of the reading tutorial program. The control group was not trained in the use of the reading tutorial materials. Additionally, no attempt was made to modify the daily interactions of the control group with the student sample.

In the absence of an available measure, an objective questionnaire was developed, the Children's Assessment of Old People Scale (CAOPS). The CAOPS was developed to improve the predictive validity of student attitudes being measured. To establish reliability, the test-retest method was used. The scale was administered to 10 students, ranging from 7 - 10 years of age. The retest was administered one week later to compute the reliability of the scale. The reliability, .76, was obtained by calculating the percentage of agreement between the test and the retest. Borg (1983) refers to the test retest reliability as the coefficient of stability. A measure is given to a sample of students, and then after a time lapse

the measure is given to the students again. The scores from the two administrations are then correlated. The coefficient of stability can then be determined from this correlation.

According to Casrtensen, et al, the students were instructed to imagine an old adult and a young adult. In order to measure attitude on the CAOPS, the students must imagine someone whom they do not know. Therefore, the assessments will be based on stereotype, instead of opinions about a known person. No sex is given to the imagined individual. A series of questions are then asked of the students; for example, "If you were having trouble buttoning your coat, whom would you ask for help?"; "Which one of these individuals is sick?"; and, "Which one of these people likes you the best?"

A diagnostic test was administered to the students at the beginning of the program, and the Caldwell Reading Tutoring Program (CRT) was administered when the program was completed. In the latter test, the students are required to identify the sounds of a single letter, diagraphs, blends, nonsense words, word segments, and real words.

Evaluation forms were given to the tutors, at the program end, to determine their reactions, benefits and inconveniences. In addition, students, teachers, and principals were asked to complete an evaluative

questionnaire.

The senior citizens received training for the program in two hour inservices. A third inservice was held in the middle of the program to answer questions. The Purpose in Life and the Lohmann's Life Satisfaction Scale were given to the tutors after the second inservice. Baseline data on attitudes and reading ability was assessed through the Children's Assessment of Old People and the diagnostic reading test. Fifteen students were selected from three schools, five per school. They were tutored 15 minutes daily, 4 days weekly, for 2 months.

The results of the CAOP Scale, indicated by a simple F-test that the children in the experimental group had a change in scores, between the test and retest. This change represented more positive attitudes toward senior citizens, $F = 4.35$, $p < .05$. For the control group there were no significant differences between the test and retest. With regard to the diagnostic reading test, the posttest data revealed higher scores for both the experimental and control groups, $F (1, 17) = 7.64$m $p < .05$. The elderly subjects who took the Lohmann's Life Satisfaction Scale, both experimental and control had scores at the upper end of the range scale, indicating high self-esteem.

The evaluative forms allowed the tutors to give personal opinions of the program. There was an 80%

response that personal benefits were gained through participation in the program. Seventy percent of the respondents indicated that they felt more in touch with the community following their intergenerationl tutoring experience. Again, 70% of the respondents reported feeling happier as a result of program participation. Sixty percent of the respondents indicated that they would be willing to return to the program in the following school year.

For the child subjects, the posttest indicated, in the experimental group, that 100% of the students felt they had learned a great deal and were fond of their tutors. Twenty-seven percent of the students replied "no", when asked if their tutors were old. The remaining 73% replied "yes". Both principals and teachers responded positively to the benefits of the program.

These data reveal that intervention can have a positive effect on children's attitudes towards senior citizens. After the students experienced beneficial contact with senior citizens, their attitude scores were modified in a positive direction. It is interesting to note that all participating children indicated that they liked their tutors and had learned as a result of being in the program. Most interesting, however, is that 27% of the children did not perceive their tutors to be old.

Similarly, Jones (1986) discusses early childhood

education and the use of senior citizens as tutors. The Grandparent Read to Me Project was developed in Lakewood, Ohio. The program was specifically designed for learning disabled children, 3 to 5 years, who attend the Lakewood Preschool. Here, volunteers read aloud to students, one-to-one, weekly.

A $2,300 grant provided funds to purchase hard cover books, tape recorders, educational materials, and a program-end-field trip. Volunteers were then recruited from the community Office on Aging. The Office on Aging agreed to pay for the transportation of all senior citizens who volunteered in the program. Two inservices were held to train the volunteers. At the first inservice, the volunteers were introduced to and welcomed by the school staff. A tour was given of the facility. Tutors then selected a preferred tutoring time. They had a choice of volunteering in the a.m. or p.m. Substitute tutors were then enrolled, followed by a question and answer period, and finally refreshments were served. When the second inservice was held the tutoring materials were displayed by the teachers. A demonstration was given for the use of the materials, and a student was brought in to role model a typical lesson. Weekly assignments and schedules were distributed, along with name badges.

The weekly format for the program consisted of the senior citizen volunteers arriving approximately 15

minutes before tutoring time. Each volunteer picked up the specified materials which were left on a cart outside of the classroom. Also on the cart was a note card which listed the volunteers' assignment for the day. At the designated time the volunteer would enter the classroom, greet their tutees, and begin tutoring.

There are numerous approaches to the utilization of retired, or semi-retired persons as a viable community resource. Banta and Shoun (1981) revealed that a 1977 survey of teachers in Lenoir City (Tennessee) schools indicated that teachers believed one-on-one tutoring to be one of the key needs of the students. School administrators immediately approached the parents to encourage their participation as volunteer tutors. After conducting a second survey, it was determined that very few parents were available to tutor. The third survey revealed that 11.7 percent of the Lenoir City residents were senior citizens, 65 years old, or more.

In the fall of 1978 a recruitment effort was launched for retired and semi-retired seniors. Title IV-C funding made it possible to implement the "Retirement Power In Education" project (RPIE), for students in the fourth and seventh grades. The goal of the program director was to recruit fifteen volunteers. By September 1979, twelve retired and semi-retired persons had been recruited along with three others. A ten hour orientation was conducted

by experienced trainers in the Laubach methodology, to prepare the volunteers for one-to-one tutoring in reading. Ten fourth graders were selected along with five seventh graders for the pilot program. The fourth and seventh graders were considered volunteers in the program, although, they were recommended by both parents and teachers.

During the pilot program, the program director chose to use the Laubach Reading Method as the basic method of instruction. This method is characterized by a synthetic procedure involving a memory aid technique. Letters of the alphabet are superimposed on pictures so that sight and sound associations can be made. Included within the Laubach Method is homework, review of previous material, and practice in writing. Additionally, a workbook accompanies the method. Students were tutored one hour per week. The teachers participating in the program, were responsible for providing the tutor with a needs assessment for the tutee, reviewing the tutor's lesson plan, and discussing progress in both classroom and the tutoring program.

The previous relevant contributions to the problem of a need for intergenerational tutoring programs substantiate the writer's undertaking this practicum project. Communities throughout the nation have taken desiged programs which make use of the talents and skills

of senior citizens. Cartensen et al revealed that the earlier the intervention takes place in the lives of young children the better. Successful intergenerational programs exist for pre-schoolers, primary, intermdediate, upper grade, high school and even college level students, using the knowledge and expertise of seniors to motivate and assist in the education of the nation's youth.

CHAPTER III
ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal of this practicum project was to develop a model for intergenerational tutoring programs in the writer's school district. Through active participation of senior citizens and intermediate students, the program was implemented in one of the sub-districts of the school district.

Expected Behavior

After twelve weeks of program implementation the participating students were expected to show growth in the area in which they were tutored: reading comprehension, vocabulary, language usage, or mathematics.

Further, after the implementation period, intergenerational tutors and students were expected to have developed a more positive self concept.

Attainment of the following objectives was projected as the standard of success:

----- A permanent home in the Department of Aging facility on the southwest side of the city

----- Additional intergenerational tutoring programs at the other four Department of Aging facilities

----- Greater interaction between the senior citizens and the students in the public schools' middle grades

----- Potential for greater participation in the education process for senior citizens

----- A proven successful intergenerational tutoring program for senior citizens

----- Data which document how to develop an intergenerational tutoring program.

Mechanism for Recording Unexpected Events

The program was monitored on a weekly basis, with the on site supervisor verbally reporting all activities. Weekly sessions were held on Saturday mornings, from 10:00 a.m. to 12:00 noon. Debriefings followed each session, to discuss the events that took place during the session.

Measurement of Objectives

Student progress was determined by the administration of the Prescription Learning Placement Test. The same test was administered for pre and posttest. This instrument measured the quantitative gains of the tutees. To determine qualitative gains, the writer administered and analyzed pretest and posttest data for students and tutors using the Soares Self Concept Scale. This scale was administered to measure change, the Tennessee Self Concept

Scale was used to measure how each participating individual perceived himself.

Description of Plans for Analyzing Results

The public schools department of research and evaluation agreed to score F Tests for the Tennessee Self Concept Scale, and the Soares Self Concept Scale. The writer scored the Growth Through Intergenerational Interaction Questionnaire, completed by attendees of the conference on volunteerism; the Pre Program Survey for Principals and Teachers; and the Post Program Survey for Tutors. To access qualitative data interviews were conducted with tutors and tutees using a selective verbatim record.

CHAPTER IV
SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

Interaction between the senior population and the schoolchildren of today is an essential part of reciprocal growth and learning. In reviewing the literature, the writer found numerous models for intergenerational tutoring programs. The problem which arose was the diversity in the kinds of intergenerational programs which could be developed. A vast amount of information was available regarding models for preschool through high school, gifted programs. Walton, (1976), describes a program designed to enable gifted and talented children to optimize their potential. Talented retired school teachers could serve as superior tutors, requiring very little orientation, according to the reports of evaluators. A handbook was developed for operationalizing such a program.

Walton documents the initial school volunteer movement in New York City schools in 1956. At that time, twenty individuals went into PS191 and donated their time and

talent. These volunteers assisted the classroom teachers with instruction as well as related activities. From those meager beginnings, volunteerism in the schools spread throughout the nation. By 1964 school volunteerism had gained national awareness. During this period the National School Volunteer Program, Inc. (NSVP) was formed by representatives from twenty cities. By 1972 NSVP numbered over 500 chapters. Today, NSVP boasts of having millions of individuals serving the schools, with additional members serving in unaffiliated organizations. In 1975 the Ohio Department of Education was the host of the Annual NSVP Conference. At that time the conferees represented volunteer programs for all 50 states.

While the number of volunteer programs was multiplying throughout the nation, seniors were not being used in significant numbers. Naylor (1980) presented models for volunteer programs which use older adults. There was a twofold purpose. Initially, the aim was to encourage those in need of the services of volunteers to recruit seniors for community enrichment. Finally, the aim was to encourage comprehensive programs that resulted in more professional volunteer services. At the same time, seniors would be reintegrated through community participation. This older population would bring with it an accumulation of knowledge which is necessary for future learning.

Naylor is of the opinion that seniors who have not pursued a higher education tend to have low self expectations. Through education the seniors experience the phenomenon of self discovery, and with this comes an increase in self esteem. When seniors perform needed services their self worth becomes more apparent to them. They increasingly feel more recognized and appreciated. Additionally, seniors experience other growth options when they become more involved with education. They become role models, inspiring younger individuals to live their lives with confidence and competence.

Volunteerism is the key to providing educational opportunity for all members of society. Thompson (1976) speaks to effective special services programs. Accordingly, these programs are comprised of commitment and power. Both the schools and the Department of Aging and Disability (DAD) must display sensivity to the student needs, being always mindful that both students and the seniors are characterized by special needs.

To be effective, the special services programs must be designed to operate with a minimum of red tape. Simply stated, teachers identify students with special needs, those students are pretested, and tutored in the area of greatest need, and finally, the teacher follows up on the needs. Further, these programs must be closely coordinated for effectiveness. If tutors are recruited to

serve the needs of the children, these tutors must be trained to meet the needs of the tutees.

A critical factor in programming is the support of the principal, the teachers, and the DAD staff. The purpose and goals of the program must be reiterated throughout to ensure ongoing support.

Handzel (1980) reviews the Grandparents Unlimited program at Oakton Community College in Morton Grove, Illinois. The program developed after the child care staff met with members of the Senior Adult Program to investigate utilization of senior expertise, within the college community. Information about the program was disseminated to senior facilities, libraries, and community centers. The initial response was slow, with only two grandparents volunteering at the program start. However, more seniors became interested, and the volunteers quickly grew to twelve. The program afforded the seniors with the opportunity to impact the lives of children through play, caring for, and the display of love.

Twenty-five percent of the volunteers attracted to this kind of program were male. The women had worked as teachers, and secretaries. The age range fell between 65 and 75 years, with most of the volunteers being 65-70. The educational backgrounds ranged from Ph.D. level, and college graduates to individuals who did not have a high

school diploma.

Similarly, Pica (1975) explains a program developed to enhance the psycho-social and educational development of seventh and eighth grade students. The objective was reached by providing meaningful tutorial experiences with adolescents and seniors. The 1970s were marked by efforts to attach meaningful roles to seniors, and address the problems of adolescents. Through Project S.T.E.P. (Seniors Tutor of Educational Progress), seniors were employed within a school setting with students who were experiencing failure, as a result of academic, physical and emotional difficulties. Here, retired men and women functioned as grandparent figures as opposed to teaching staff. The primary emphasis of the program is not directly teaching the handicapped students. Instead, learning experiences are initiated in which the students teach themselves. This program approach allows adolescents who have been carefully selected for the program to assist in the development of educational materials for children in the primary, intermediate and upper grades. The seniors receive their training from program specialists. The seniors, then, fulfill the role of helpmates for the adolescents.

The students involved in this project acquire knowledge in language arts, social studies, mathematics, and science. Their perceptual skills are increased

through learning to measure, cut, draw and estimate. Strengthening of language abilities results from writing, punctuating, tape recording, and spelling, while structuring equipment directions. The seniors in the project acquire meaningful relationships with both the students and themselves. This kind of programming allows them to meet new friends, help young people, become a part of the school system, and experience being needed and appreciated.

Hawes (1981) reports that there are more than 34 million Americans over 60 years of age. Many of these seniors want to help out in the need for educational tutors, however, they don't know where to begin, they don't know who needs their help most, nor do they know how they can be of assistance. This untapped community resource affords potential gains which far outweigh the special preparations they may necessitate.

Description of Selected Solution

The literature review provided a number of strategies which were useful in the solution to the problem. The problem was solved by bringing retired citizens together with 4th, 5th, and 6th grade students from three public schools, for weekly Saturday morning tutoring sessions. Each of the three participating schools was given the

opportunity to select ten students who would benefit most from an intergenerational tutoring experience. Tutors were community members who reponded to a local community newspaper advertisement. The newspaper ad described the upcoming program and requested volunteer tutors. The respondents were then screened by the program supervisor.

To further substantiate the positive influence of senior citizens on youth, the Soares Self Concept Scale was administered to the participating students. The child's concept of self is an abstraction which he generalizes from certain instances. The self concept is a system of perceptions developed by the child in his distinct existence. This construct can be measured because it is inferred from the child's behavior and evolves from his experience. The Soares Self Concept Scale is an aid to describing the student's interpersonal perceptions.

The students were given approximately five minutes to complete the scale, depending upon the age and reading ability. The respondents were encouraged to work quickly, and answer the items according to initial reactions. It was explained that there were no incorrect answers. Words were defined upon request. The self concept scale was comprised of dichotomous traits, divided into four categories. Respondents placed a check mark between the pairs of traits which demonstrated how strongly the

respondent felt in the direction of the positive or negative trait. The results of the Soares Self Concept Scale are displayed in Table 4.

Both tutors and students were asked to complete the Tennessee Concept Scale, (see Appendix F.) It is commonly believed that the individual's self concept influences his behavior, and is directly related to his general personality and mental health. The self concept scale was developed to enable researchers to evaluate the individual, and thereby gain knowledge of how an individual perceives himself.

Saturday mornings were chosen because they required the least amount of interference with the regular classroom activities. Further, classes could be extended throughout the summer for students in need of additional assistance.

Calendar Plan

The Prescription Learning Method was used during the implementation of the program. The method was introduced to the volunteer on-site supervisor and the tutors. The method was characterized by workbook activities in three major steps. Step 1 was comprised of an introduction, practice, and evaluation. During the introduction the tutor discussed the lesson thoroughly with the tutee. The

introduction was then followed by the practice segment, which the tutor completed with the tutee. During the evaluation segment, the tutor read the directions with the tutee, however, the tutee completed the assignment independently.

In Step 2 the tutor proceeded to the next skill, if the tutee correctly completed at least 80% of the evaluation page. Or, the tutor would reteach the skill pages if the tutee did not understand the material.

Step 3 entailed a review of the material covered that day; i.e., "Today we read and discussed the differences between fact and opinion. What did we say a fact was? What is an opinion?" At the end of the session the tutor completed a log of the days activities.

Prior to program implementation the writer met with the individual principals to provide student recruitment forms, principal and teacher survey forms, and teacher inventory forms. Program kick-off information was given to the principals, along with a letter to the parents announcing pretesting of students at the department of aging facility on the day and time indicated. Additionally, letters were mailed to the supervisor for dissemination to the tutors. The letters thanked the tutors for agreeing to take part in the program and listed a timeline of program dates.

Week One - An s

inservice was conducted by the writer for the tutors and the on-site supervisor, on the use of the materials.

Week Two - The twenty-five students attended their first session and met their seven tutors. At that time the diagnostic placement test was administered. The students were pretested in comprehension, vocabulary, and mathematics. The intervention took place in the subject area where the student showed the greatest need, with special attention being paid to information suggested by the classroom teacher, regarding the child's specific needs. The writer had the pretests scored by computer in her work setting. A Pre-Program Survey for Tutors, (see Appendix D), was administered at the orientation and again at the program end to determine a change.

Students scheduled for tutoring in vocabulary received reinforcement activities in:

> base words, verbs, prefixes and suffixes, word definitions, context clues, complete sentences, multiple meanings, simple subjects and simple predicates, compound words, nouns, endings, subject/verb agreement, syllables, hyphens, synonyms, antonyms, and homonyms, and writing practice

Students scheduled for tutoring in comprehension received reinforcement activities in:

> main idea, details, capitalization, sequence,

commas in a series, conclusions, end punctuation, fact and opinion, compare and contrast, agreement, cause and effect, apostrophes, expressive language, and writing practice

Students scheduled for tutoring in mathematics received reinforcement activities in:

numeration, addition, subtraction, multiplication, division, fractions and decimals

The program was implemented for twelve consecutive weeks. During that time the writer closely monitored the interaction between tutor and tutee to observe the qualitative as well as the quantitative gains. The writer provided the on-site supervisor with attendance forms, absentee notices, exclusion notices, stamps and envelopes. Parents were responsible for getting the students to class on Saturday mornings. If a student was not in attendance on Saturday morning the parents were notified by mail the following Monday. At the program end all students received a certificate of merit. However students with perfect attendance received a gold seal on the certificate. Tutors received a certificate of participation and baseball gift certificates donated by one of the local professional baseball teams.

The tutoring format consisted of:

9:30 a.m. Seniors arrive at senior facility, collect materials, prepare for session, talk with other tuturs

9:50 - 10:00 Miscellaneous (meet with parents, talk to students.)
11:00 - 11:0 Workbook Activity: Reading or Math
11:00 - 11:10 Break (snacks sometimes provided by tutors)

11:10 - 11:50 Recreational Reading (provided by tutee)
11:50 - 12:00 General Housekeeping, Dismissal

Tutees were assigned to specific tutors for the entire program implementation. Tutors were given students working in same subject area. They assisted students working at different levels but all in the same subject area. Therefore a tutor would be responsible to tutoring in reading comprehension, vocabulary or math, with the option of selecting a preferred subject area.

During the twelfth week of implementation the students were administered the Prescription Learning Test to determine growth. At the end of the session students and tutors also completed the the post Tennessee Self Concept Scale as an evaluation measure.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

Expectations were realized through the accomplishment of the objectives which follow. The volunteer tutors now have an opportunity to make a contribution to the community by fulfilling a need for additional classroom assistance. Tutees now have that additional opportunity for success. Programs will be implemented throughout the system wherever seniors are sought out for assistance.

Objective one, "A permanent home in the Department of Aging facility on the southwest side of the city," was obtained by the acquisition of a classroom to be used for tutoring throughout the school year. With a permanently assigned classroom, classes can be held weekly to provide neighborhood students with an ongoing program of intergenerational tutoring. Additionally, space has been provided for the storage of tutoring materials, along with a utility cart for transporting the tutoring materials to the designated study area.

Objective two, "Additional tutoring programs at the other four Department of Aging facilities," was measured by the desire for program duplication. After reading news

clips, and viewing media coverage of the program implemented at the southwest side facility, the writer was contacted by the director of the southeast Department of Aging facility. On September 13, 1988, a meeting was held at the second site, to plan the implementation of a new program. The planned kick-off date is January 14, 1989. The director at the second site, however, will take an active role in the recruitment of a program supervisor and the program tutors. The writer will be responsible for the recruitment of the students within the attendance area of the senior facility.

Objective three, "Greater interaction between the senior citizens and the students in the public schools' middle grades," is characterized by a letters written by tutees to their tutors on the last day of class:

> To Diane,
>
> This really isn't the way to start a good letter, but it's really as good as I can get. Well here it goes. Stop smoking will you please? Or at least cut down. You know I haven't been here very long, but I tell you, coming here and learning, I thought that I was going to bomb. But you make learning fun. Therefore, I declare you an official 'great teacher.'
>
> I hope you like my present (the tutor received a box of pink stationery). I figure you might use it kind of often. You know this may sound rather stupid, but I'm going to miss coming here. I'm going to miss the Tic Tacs also (the tutor would always give the tutee a piece of candy at break time).
>
> Well I guess you can tell, I'm not very good at writing letters, so I'm going now.
>
> Love,
>
> Cassie
>
> P.S. I'll miss you something awful.

Dear Tutor

I really appreciate you helping me in my school work because it really helped me. To bad we couldn't start all over again, because I really enjoyed it.

From you friend,

Nisan

Dear Tutor

You are very nice when you teach me and thats what I like about you. When someone needs help your there for them and your there for me and I thank your for you kindness your help and other special things. That's why I like you for helping me learn more about things.

Thank you Adam

I had a nice time being with you. With reading and working. That is why I love you your nice and gentle and lovely and sweetfull I will share my love, and work with you.

From Michelle: Bye Bye

These letters are reflective of the qualitative gains made between the tutees and tutors.

Objective four, "Potential for greater participation in the education process for senior citizens," is measured by the interest in program duplication. On October 11, 1988, the writer and the director of her bureau met with a representative from the Housing Authority. The Housing Authority representative had the ambitious desire to implement an intergenerational tutoring program in each of the senior facilities, throughout the city. During the

planning session, the representative agreed to implement a similar program in a single senior facility for a six month period. The program will then proceed to expand for the 1989-1990 school year.

The Housing Authority representative requested a program proposal to be presented to leadership in that institution. The proposal outlines a program at a senior facility on the south side of the city. This program, also, is scheduled to be implemented in January of 1989. A second meeting with the Housing Authority was scheduled for November 1, 1988.

Objective five, "A proven successful intergenerational tutoring program for senior citizens," is exemplified by the program at the southwest center. Seventy-one percent of the participating tutors strongly agreed, (shown in Appendix F), to the following statements:

"My experience as an intergenerational tutor was positive."

"As a tutor I had sufficient knowledge of the basic skills to assist students in grades 4, 5, and 6 with their assignments."

"As a community resource person the experiences and talents I shared with the students were worthwhile."

"I am willing to work towards expanding intergenerational activities within the community.

Eighty-six percent of the volunteers expressed a desire to

continue working in an ongoing tutorial program at the multi-purpose center. The one abstaining volunteer will be moving out of the state to live with relatives in a warmer climate.

The quantitative change of the students was measured with the Prescription Learning diagnostic test. Due to the brevity of the program implementation, twelve weeks, significant gains were not expected. Further, the quantitative gains reported cannot be directly interpreted as a result of the tutoring program. The results are however a measure of tracking student achievement. Although thirty students were recruited to participate in the program only 22 were present for the administration of both the pre and posttest. Table 1, shown on the following page, summarizes the results of the diagnostic testing.

Table 1. Student Change In Scores After Pre and Posttesting

School	Grade	Pretest	Posttest	Change
1	6	4.0	4.3	0.3
1	5	5.0	4.8	0.2
1	6	3.2	3.2	0.0
1	6	4.7	5.6	0.9
1	6	5.3	7.2	1.9
2	5	4.8	5.0	0.2
2	4	1.8	3.0	1.2
2	5	5.0	5.4	0.4
2	6	4.3	3.7	-0.6
2	6	2.0	6.1	4.1
3	6	5.1	4.7	-0.4
3	6	3.2	4.5	1.3
3	4	4.6	5.6	1.0
3	5	2.2	5.4	3.2
3	5	3.2	4.6	1.4
3	6	5.1	4.7	-0.4
3	4	4.2	4.2	0.0
3	6	3.5	5.6	2.1
3	6	2.3	3.2	0.9
3	6	4.0	4.5	0.5
3	4	1.4	2.4	1.0
3	5	4.4	5.8	1.4
Overall/Gain		TOTAL: 0.7	N = 22	

For the total group the change from the pretest to the posttest shows a statistically significant gain. What is questionable, however, is the high degree of change in some student scores. It seems quite unlikely that a student score would either increase or descrease one to two years as shown in the table.

The Tennessee Self Concept Scale was used to determine how the participants perceived themselves. The scale was administered at the beginning of the program to determine the level of self esteem the participants were bringing to the program. Here, Fitts (1965) asks individuals to discribe themselves as they see themselves. The writer

selected ten statements from the scale of 100 to reflect tutor/tutee self concept:

A. I am a nobody
B. I am not interested in what other people do
C. I am an important person to my friends and family
D. I am satisfied to be just what I am
E. I despise myself
F. I am as sociable as I want to be
G. I am not the person I would like to be
H. I try to understand athe other fellow's point of view
I. I feel good most of the time
J. I solve my problems quite easily

The statements were then divided into five categories and the respondants were required to address each item listed. The following frequency distribution reveals the tutor/tutee dichotomy.

Table 2. Tutor/Tutee Self Concept Prior To Tutorial Interaction

Category	Tutor Frequency	%	Tutee Frequency	%
1. Completely False	4	(16)	6	(18)
2. Mostly False	3	(13)	2	(6)
3. Partly False & Partly True	4	(16)	10	(29)
4. Mostly True	9	(38)	7	(21)
5. Completely True	4	(16)	9	(26)

In nine instances the tutors agreed the the statement was mostly true, and in 10 instances the tutees agreed that a statement was partly false and partly true.

On the day that the Soares Self Concept Scale was administered six tutors were present along with 23 tutees. Each item was scored separately first for obtaining an index score on each form. Respondents could answer by taking one of four positions; "very" positive position: +2; "more" positive: +1; "more" negative: -1; and "very" negative: -2. Results showed that both student tutees and adult tutors possessed a high self concept at the beginning of the tutorial experience, with the students having more self confidence than their mentors. Of the six responding tutors 83% had a stanine score of 7-8, above average and 16% manifested a stanine score falling between 4-6, average. The results of the Soares Self Concept Scale are shown in a bar graph in Appendix G.

Of the 23 responding tutees, 57% displayed a stanine falling between 4 and 6, average, while 30% resulted in stanine scores between 7 and 8, above average. In answer to the statement, "I do most things well," "thirty-eight percent of the respondents took a very positive position, and 37% a more positive position. In response to the statement, "I'm glad I'm me," 86% took a very positive position.

In an effort to access rich qualitative data the

writer conducted some interviews with both tutors and tutees, using the technique of selective verbatim, described by Gall (1987). This technique entails making a verbatim transcript. Prior to the writing of the transcript, however, it was agreed that only certain verbal events would be written down. Therefore the verbatim record is selective. The positive effects of the program implementation are visible in the remarks which follow:

TUTOR # 1:

So far this has been a good experience for me because I enjoy working with young children. It is sort of like having children again to take care of. Thank you for the opportunity.

I find the experience helpful to the child mentally, and to myself emotionally, as well. To be able to help someone else not only relieves tensions or burdens I may possess, but to see them achieve gives me a feeling of accomplishment and usefulness.

TUTOR # 2:

I think that the program is very beneficial to the students. They react well to the attention. I think the experience is good if not better for the seniors. We like attention too.

I really like it, and I'm happy to help anyone who wants to learn. I was glad to have the opportunity to share what I have with someone else. Plus, I love kids.

TUTOR # 3:

I enjoy being here and working with Bobby. He wants to learn and I think he has the potential to learn.

I think it's good to give the kids extra instruction when they need it. I'm just glad to be a part of it.

TUTOR # 4:

I most thoroughly enjoyed my day with my tutee. I look forward to the opportunity to see progress in a

child's educational growth. The rewards received will be great and rich on both ends of the process, I'm sure.

This was a good learning experience for me. Not only for the school work, but also for relating to people better.

During my participation I got to know a fourth grade girl by the name of Rori. She needed only a little help in order to complete the book she started in.

The program is a very rewarding one to be a part of, and has affected my attitude toward volunteer work for the better.

Conclusions

The first objective concerned the acquisition of permanent space in the multi-purpose center on the southwest side of the city. With this aim achieved, parents, teachers, principals, tutors and tutees benefited. Further, the local government made its contribution to the public school students. The students can now look forward to an ongoing tutorial program within the community. The strides made during the implementation period will enable the community as a whole to address the lack of involvemnt in the education process.

The second objective, duplication of the program throughout the city will definitely impact public school students system-wide. With the implementation of each

successive program, students will experience more opportunities for success. With the planned implementation of an intergenerational tutoring program on the southeast side of the city, students of different ethnicity will be given an equal opportunity to improve and grow through intergenerational interaction. Tutors from the first program site acted as role models for their counterparts throughout the metropolitan area.

The third and fourth objectives concerned greater participation of seniors. By taking a more active role in the education of the students the seniors will again begin to play a role in community affairs. They will again be on the giving end and not the receiving end. In a phone interview with the director of the southwest multi-purpose center, he indicated that the tutors involved in the intergenerational tutoring program had somewhat separated themselves from the other seniors at the facility. It was his desire to have the intergenerational seniors socialize and interact more with the non tutoring seniors. The director desired to plan programming for all of his seniors equally. However, he was experiencing difficulty in getting the intergenerational tutors to remain a part of the total group.

In discussing this matter with the intergenerational tutors supervisor, the supervisor responded that there was now a difference between the tutors and the non tutoring

seniors. "We are givers, not takers," she responded. She continued, "We do not want recognition for doing what we do. All we are doing is giving something to the children of our community."

This then brings us to conclusions about the attainment of objective five, a successful intergenerational tutoring program for seniors. Not only did these tutors come to the program with a positive self concept, by the program end, they showed an increase in self-esteem. They were well aware of the contributions they had made to the community, and they felt that more of the seniors should respond to the children in need as they did. They expected more of the seniors to become givers and become more active.

One of the tutors enrolled in the local community college after her experience as a tutor. She now has the desire to continue her education, so that she can be of even more help to her tutees. Sullivan (1982) holds, however, that a formal education is not a prerequisite for a successful tutor. Rather, what is necessary is a giving nature and the enthusiasm to start the endeavor. The volunteer tutors who participated in this practicum project were enthusiastic, dependable, and committed to the program. Through their commitment students were afforded additional opportunities for school success.

Recommendations

As a result of this practicum, the writer has four recommendations. Firstly, the Department of Aging should publicize the successful intergenerational program in the city's southwest region, outside of its own publications. Secondly, this coverage should be extended to include the implementation of the new program in the southeast region of the city. Thirdly, the Housing Authority should only mirror the intergenerational program in one of its senior facilities for a six month period. They could then expand the program in the 1988-1989 school year. This will provide an opportunity to make adjustments for the variables that will change as ethnic and socio-economic lines are crossed. Fourthly, networking should ensue to inform other intergenerational agencies to implement similar programs.

It is the writer's opinion that the more attention and positive coverage these kinds of programs get, the more they will spread throughout the community. The writer's ultimate desire would be to have the city saturated with similar programs. This would result in active community involvement in self help, a grass roots approach to educational deficits.

Dissemination

The writer shared the results of this practicum in four ways. First, the writer submitted the practicum results to the director of the bureau. The director made the results available to the Department of Aging, Central and West Regional Center. The writer permitted the department head to report the results of this work at an intergenerational meeting entitled, "Hand in Hand, Linking Generations." Members of the Housing Authority were present. They, in turn, requested a private meeting for more in depth information.

Secondly, the writer attended an intergenerational forum at the Center for Family Education in the suburbs. This provided an opportunity for networking, which will afford greater opportunities for program duplication, as well as, program improvement.

Thirdly, the writer has been asked to be available to the seniors in a neighborhood senior citizens building, to assist in the development of a Black History Month program. This would take place in February, 1989. The seniors would like to go into the nearby public school at the request of classroom teachers to relate personal stories handed down by their ancestors.

Finally, the writer submitted a copy of this practicum to the national school volunteer program.

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APPENDIX A

PRE PROGRAM SURVEY FOR PRINCIPALS AND TEACHERS

Pre Program Survey For Principals & Teachers

INSTRUCTIONS: Please circle your response to the statements listed below.

5 = strongly agree
4 = agree
3 = undecided
2 = disagree
1 = strongly disagree

5	4	3	2	1	(1)	Many retired seniors have educational backgrounds which are sufficient to tutor students in the middle grades, in the basic skills.
5	4	3	2	1	(2)	Senior citizens, as a community resource, have many worthwhile life experiences and talents to share with the children in the community.
5	4	3	2	1	(3)	Interaction among senior citizens and 4th, 5th, and 6th grade students can be mutually beneficial to all participants.
5	4	3	2	1	(4)	Residents and merchants within the community should be supportive of intergenerational programs through sponsorship.
5	4	3	2	1	(5)	Intergenerational activities should be promoted and expanded within the community.
5	4	3	2	1	(6)	Intergenerational tutoring programs are needed throughout the city.

Comments:

_____

_____

_____

APPENDIX B

RESULTS OF PRE PROGRAM SURVEY FOR PRINCIPALS AND TEACHERS

INTERGENERATIONAL TUTORING

Post Program Survey for Intergenerational Tutors

INSTRUCTIONS: Please circle your response the statements which follow.

5 = strongly agree
4 = agree
3 = undecided
2 = disagree
1 = strongly disagree

(1) My experience as anintergenerational tutor was positive.

5 4 3 2 1
71% 29%

(2) As a tutor I had sufficient knowledge of the basic skills to assist students in grades 4, 5, and 6 with their assignments.

5 4 3 2 1
71% 29%

(3) As a community resource person, the experiences and talents I shared with the students were worthwhile.

5 4 3 2 1

71% 29%

(4) Residents and merchants within the community are supportive of this program.

5 4 3 2 1
71% 29%

(5) I am willing to work towards expanding intergenerational activities within my community.

5 4 3 2 1
71% 29%

APPENDIX C

TEACHER INVENTORY FORM

INTERGENERATIONAL TUTORING PROGRAM
Southwest Multi-Purpose Center

TEACHER INVENTORY FORM

Please complete the form below, as needed. This inventory will assist your students' tutor during Saturday morning tutoring sessions.

Student _____ _____
Room

Teacher _____ _____
Grade

School _____ District _____ Mail Run _____

Student (Basic Skills) Needs:

1. _____

_____

2. _____

_____

3. _____

_____

Comments:

_____

_____

_____

APPENDIX D

GROWTH THROUGH INTERGENERATIONAL INTERACTION QUESTIONNAIRE

GROWTH THROUGH INTERGENERATIONAL INTERACTION

Name (optional) _____

Organization _____

Occupation _____

City _____ State _____

Please indicate the extent to which you believe volunteers might gain from their experiences as Intergenerational Tutors:

		A Great Deal	Somewhat	Not At All	Don't Know
A.	Feelings about themselves	____	____	____	____
B.	Physical health	____	____	____	____
C.	Mental health	____	____	____	____
D.	Social life	____	____	____	____
E.	Satisfaction with life	____	____	____	____
F.	Openess to new ideas	____	____	____	____
G.	Interest in children's education	____	____	____	____
H.	Energy level	____	____	____	____
I.	Involvement in the community	____	____	____	____
J.	Knowledge and skills	____	____	____	____
K.	Other	____	____	____	____

	A Great Deal	Somewhat	Not At All	Don't Know
To what extent are you familiar with Intergenerational Tutoring programs?	____	____	____	____

Having the knowledge of Intergenerational Tutoring program, please describe the volunteers.

Age:

1. ____ 50-54 years
2. ____ 55-59 years
3. ____ 60-64 years
4. ____ 65-69 years
5. ____ 70-75 years
6. ____ 76-80 years
7. ____ + 80 years

Sex:

8. ____ Males
9. ____ Females

Race:

10. ____ White
11. ____ Black
12. ____ Hispanic
13. ____ Oriental
14. ____ Other

Marital Status:

15. ____ single (never married)
16. ____ married
17. ____ divorced
18. ____ separated
19. ____ widowed

Residence:

20. ____ Living with family
21. ____ Living alone
22. ____ Community resident

I have no knowledge of Intergenerational Tutors _____.

List the kinds of Intergenerational Tutoring activities you have knowledge of:

____ Arts & Crafts ____ Classroom Duties ____ Bilingual Program

____ Counseling ____ Reading Tutor ____ Special Activities

____ Storytelling ____ Math Tutor ____ Special Interest

List the age groups of the Intergenerational Tutoring tutees:

____ Kindergarten/Primary (Grades K -3) ____ Intermediate (Grades 4 - 6)

____ Upper (Grades 7 - 8) ____ High School

List the strengths of an Intergenerational Tutoring Program.

_____

_____

_____

List the weaknesses of an Intergenerational Tutoring Program.

_____

_____

_____

THANK YOU.

APPENDIX E

RESULTS OF GROWTH THROUGH INTERGENERATIONAL INTERACTION QUESTIONNAIRE

GROWTH THROUGH INTERGENERATIONAL INTERACTION

Name (optional) _____

Organization _____

Occupation _____

City _____ State _____

Please indicate the extent to which you believe volunteers might gain from their experiences as Intergenerational Tutors:

		A Great Deal	Somewhat	Not At All	Don't Know
A.	Feelings about themselves	100%	____	____	____
B.	Physical health	45%	45%	____	10%
C.	Mental health	100%	____	____	____
D.	Social life	64%	36%	____	____
E.	Satisfaction with life	82%	18%	____	____
F.	Openess to new ideas	64%	36%	____	____
G.	Interest in children's education	91%	9%	____	____
H.	Energy level	73%	27%	____	____
I.	Involvement in the community	73%	27%	____	____
J.	Knowledge and skills	82%	18%	____	____
K.	Other	50%	50%	____	____

	A Great Deal	Somewhat	Not At All	Don't Know
To what extent are you familiar with Intergenerational Tutoring programs?	64%	9%	27%	____

Having the knowledge of Intergenerational Tutoring program, please describe the volunteers.

Age:

1. 17% 50-54 years
2. 11% 55-59 years
3. 22% 60-64 years
4. 22% 65-69 years
5. 11% 70-75 years
6. 6% 76-80 years
7. 11% + 80 years

Sex:

8. 38.5% Males
9. 61.5% Females

Race:

10. 31.5% White
11. 42% Black
12. 21% Hispanic
13. 6% Oriental
14. _____ Other

Marital Status:

15. 18% single (never married)
16. 31.8% married
17. 9% divorced
18. 13.6% separated
19. 28.6% widowed

Residence:

20. 28.6% Living with family
21. 35.7% Living alone
22. 35.7% Community resident

I have no knowledge of Intergenerational Tutors 18%.

List the kinds of Intergenerational Tutoring activities you have knowledge of:

36% Arts & Crafts	36% Classroom Duties	18.1% Bilingual Program
27% Counseling	54.5% Reading Tutor	45.5% Special Activities
54.5% Storytelling	36% Math Tutor	9% Special Interest

List the age groups of the Intergenerational Tutoring tutees:

54.5% Kindergarten/Primary (Grades K -3) 45.5% Intermediate (Grades 4 - 6)

18.1% Upper (Grades 7 - 8) 18.1% High School

List the strengths of an Intergenerational Tutoring Program.

_____

_____

_____

List the weaknesses of an Intergenerational Tutoring Program.

_____

_____

_____

THANK YOU.

APPENDIX F

POST PROGRAM SURVEY FOR TUTORS

INTERGENERATIONAL TUTORING

Post Program Survey for Intergenerational Tutors

INSTRUCTIONS: Please circle your response the statements which follow.

5 = strongly agree
4 = agree
3 = undecided
2 = disagree
1 = strongly disagree

(1) My experience as anintergenerational tutor was positive.

5 4 3 2 1
71% 29%

(2) As a tutor I had sufficient knowledge of the basic skills to assist students in grades 4, 5, and 6 with their assignments.

5 4 3 2 1
71% 29%

(3) As a community resource person, the experiences and talents I shared with the students were worthwhile.

5 4 3 2 1

71% 29%

(4) Residents and merchants within the community are supportive of this program.

5 4 3 2 1
71% 29%

(5) I am willing to work towards expanding intergenerational activities within my community.

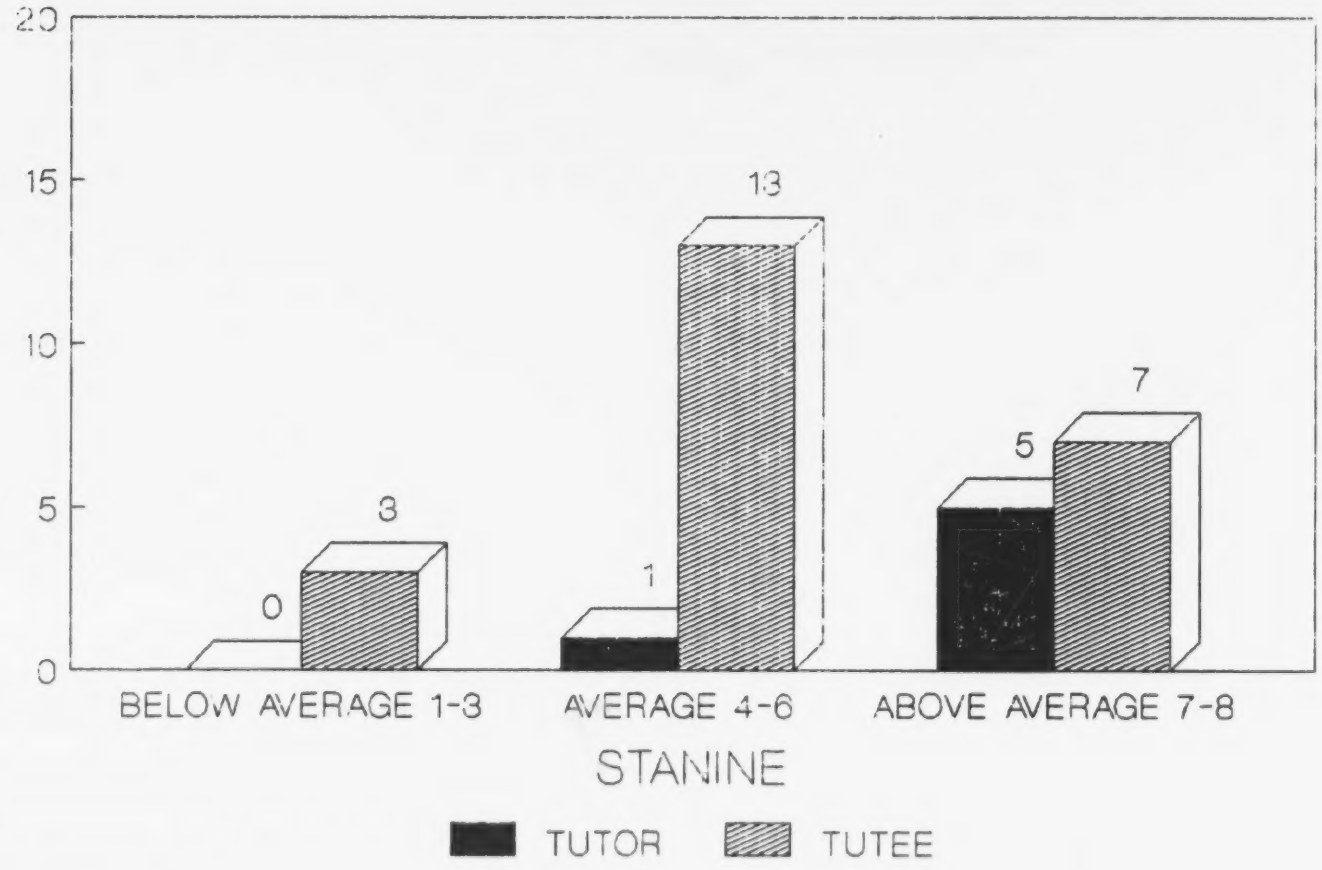
5 4 3 2 1
71% 29%

APPENDIX G

SOARES SELF CONCEPT SCALE RESULTS

TUTOR/TUTEE SELF-ESTEEM

SOARES SELF CONCEPT SCALE RESULTS



SEPTEMBER 1988